

District Assessment Coordinator's Pre-Administration Manual

A light blue world map is centered in the background of the text.

**ACCESS for ELLs[®]
And
Alternate ACCESS for ELLs[™]**



Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

District Assessment Coordinator's Pre-Administration Manual

This publication is available from:
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This Pre-Administration Manual has been developed to assist District Assessment Coordinators (DACs) and their designees navigate the necessary protocols and procedures for administering the English language proficiency (ELP) assessment, required under the No Child Left Behind (NCLB) Act of 2001 to be administered to all students identified as English Language Learners (ELLs).

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Important Contact Information

Test Administration Information and Online Services

MetriTech Help Desk

Hours: 8:00 a.m.–5:00 p.m., Monday–Friday
Web: www.metritech.com/wida/login.aspx
Email: wida@metritech.com
Telephone: 800-747-4868
Fax: 217-398-5798

WIDA Standards and Test Administrator Training

WIDA Client Services

Hours: 8:00 a.m.–5:00 p.m., Monday–Friday
Web: www.wida.us
Email: help@wida.us
Telephone: 866-276-7735
Fax: 608-263-3733

Policy Information

Office of Student Assessment

Web: <http://dpi.wi.gov/oea/>
Email: osamail@dpi.wi.gov
Telephone: 608-267-5153
Fax: 608-266-8770

Questions regarding Title III and Bilingual supports and services should be directed to:
<http://ell.dpi.wi.gov/>.

Questions regarding the statewide individual student enrollment system (ISES) can be directed to: http://lbstat.dpi.wi.gov/lbstat_isesapp.

Districts can access district level ELL data from WISEdash at
http://wise.dpi.wi.gov/wise_dashhome.

Important Information about Online Accounts and Passwords

In an effort to simplify website user accounts, WIDA is implementing a change to take effect for school year 2014-2015. The new system is based on a single sign-on for all users; that is, just one user account and password for each individual. Users can then be assigned the type of role that matches their level of responsibility. All current and future user accounts will be created and managed by WIDA or by district- and state-level account holders. DACs will receive a notification from OSA in late August with instructions for how to set up user accounts.

Type of Account	Purpose	Typical Personnel Role
Test Administrator	Grants access to the W-APT training toolkit, W-APT training webinars, ACCESS for ELLs training toolkit, ACCESS for ELLs training quizzes, and view user's own ACCESS for ELLs quiz scores.	DACs (and their designees), CESA designated Title III coordinators
District Facilitator	Grants access to district-wide ACCESS for ELLs training quiz scores for all user accounts in the same district, permission to view and print W-APT test forms, and the ability to create new user accounts, assign user account roles, and maintain user accounts within the same district.	Districts, ELL coordinators, CESA personnel, and schools
SEA Role	Grants access to ACCESS for ELLs quiz scores for all users in the same state. Ability to create new district and user accounts, assign account roles, and maintain district and user accounts within the same state. Permission to access secure WIDA Board documents, and to access state level and WIDA-wide information included in the WIDA Data Dashboard.	SEA representatives

Help is available for all users through the WIDA Client Services Center via <http://wida.us> (click on "Contact Us"), help@wida.us, or by calling toll free 1-866-276-7735.

Test Schedule and Administration Deadlines

The Office of Student Assessment (OSA) annually updates the ACCESS for ELLs® and Alternate ACCESS for ELLs™ test calendars. These calendars can be found via the OSA homepage at http://oea.dpi.wi.gov/oea_calendar.

This calendar includes screening, ordering, testing, shipping, demographic data upload timelines, and demographic data correction windows. The general timeline is:

Month	Event
August/September	Initial W-APT screening for ELL identification and placement within first 30 days of school.
September	Third Friday ISES data submission includes information about ELL designation.
October	Districts order test materials.
October	Third Friday data correction window. Verify correct student ELL designation.
October	Online WIDA training available.
November	Districts receive test materials.
November/December	Private school data submitted.
December	Districts send MetriTech private school student data file.
December/January	ACCESS for ELLs® and Alternate ACCESS for ELLs™ testing window.
January	MetriTech ships pre-Id labels to districts.
February	Districts ship all test materials to vendor.
March	District online demographic data correction.
April	Districts receive ACCESS for ELLs® score reports.
April	District data correction.
May	State receives final ACCESS data file from vendor.

Overview

English Language Learners (ELLs), including immigrant children and youth and ELLs with disabilities, are required to participate annually in all state or federally required language assessments as prescribed in Title III of the No Child Left Behind (NCLB) ACT of 2001 and state statute. The ACCESS for ELLs® and the Alternate ACCESS for ELLs™ are the state English Language Proficiency (ELP) assessments. ELP assessments are distinct from content assessments. The ELP assessments are premised on ELP standards and measure a student's growth in social and academic language in the four language domains of reading, writing, speaking, and listening.

The following sections outline the basic requirements for determining who should be tested as well as basic training and administration guidance. This resource is intended to provide district assessment coordinators, Title III coordinators, and English learner specialists with an overview of the identification and assessment process.

1. Review the requirements for the participation of ELLs in ACCESS for ELLs® and statewide content assessments.

This information is posted on the DPI's website at http://oea.dpi.wi.gov/oea_ells and contains important information, including the following:

- background on the ACCESS for ELLs® tests;
- participation requirements, including participation in grade-level clusters and tiers;
- accommodations for ELL students with disabilities; and
- the Alternate ACCESS for ELLs™: ELL students in grades 1–12 with significant cognitive disabilities who are required to complete the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) as determined by their Individualized Education Program (IEP) or 504 team (or who would likely require WAA-SwD in grades 3-8 and 10), must take the Alternate ACCESS for ELLs™.

State and federal law requires districts to identify a student's ELP status within the first 30 school days. *Bulletin 07.01: Identification and Placement of English Language Learners* at http://oea.dpi.wi.gov/files/esea/pdf/bul_0701.pdf outlines the identification process which requires:

- districts to administer a Home Language Survey (HLS) to all students to determine if a language other than English is used in the home or by the family; and
- students whose HLS indicates a primary or heritage language other than English should be assessed using the W-APT Screener <http://www.wida.us/assessment/w-apt/index.aspx> to determine their level of ELP.

2. Identify all ELL students who will participate in ELP testing.

Students who are identified as ELL before the close of the ACCESS for ELLs® testing window must participate in ACCESS for ELLs® testing or the Alternate ACCESS for ELLs™ for their grade. A student determined to have a Level of English Proficiency (LEP) of 1-5 is determined to be ELL. An ELL/LEP code corresponds with the ELP score on the ACCESS for ELLs® test and W-APT screener.

ELP/LEP Code	1	2	3	4	5	6
Description	Entering	Beginning	Developing	Expanding	Bridging	Reaching
ACCESS for ELL and W-APT Scores	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0

Students identified as ELL and are required to be tested include students who:

- are identified as ELL through the initial first-time enrollment and screening outlined in ESEA Bulletin 07.01 *Initial Identification and Placement of English Language Learners*. Students identified as ELL within the first 30-days of school should be reported as ELL by the 3rd Friday in September ISES submission;
- previously classified as ELL within the district. ESEA Bulletin 07.02 *Criteria for Reclassification of English Language Learners into Fully English Language Proficient Status* found at http://oea.dpi.wi.gov/files/esea/pdf/bul_0702.pdf outlines the process for existing students;
- arrive after the third Friday count and who are identified as ELL through another district. For students enrolled from another Wisconsin school district, the student's ELP level can be found within WISEdash at http://wise.dpi.wi.gov/wise_home; and
- are identified as ELL through the enrollment or screening process, but whose parents have denied EL support or services are still expected to be tested.

3. Ensure that ELL students are reported accurately in the October ISES submission.

Review data before the district submits the third Friday count (e.g., students' names, demographic information) and confirm the following:

- each ELL student is accurately reported in ISES. Districts should ensure that any data transferred from a district's internal software application to ISES does so accurately; and
- each student who has exited ELL status is no longer reported as ELL. Only students designated as ELP codes 1-5 in ISES data collection are identified as ELL for assessment purposes. For information regarding ELP codes see http://oea.dpi.wi.gov/oea_access.

For students who are misidentified as ELL and were administered the ACCESS for ELLs®, a *Certification of Change* form found at <http://oea.dpi.wi.gov/files/oea/pdf/ELPcert.pdf> must

be completed and approved by the DPI prior to the designation of a student as never ELL, ELP code 7 in ISES.

Any questions regarding ISES submissions should be directed to the district's ISES contact (see page 1 for instructions for finding your district's contact). ISES information can be found at http://lbstat.dpi.wi.gov/lbstat_newusers. The district ISES contact can also provide support if your district's ISES data has already been submitted.

4. Update and correct any inaccurate school information with the DPI prior to the close of the ISES data correction period.

- Public school districts, public virtual schools, public charter schools, and approved special education schools should provide updates to district-level ISES coordinators, who are responsible for submitting updates to the DPI.
- Local Educational Agencies (LEAs) and private schools securely submit private school data directly to MetriTech by the data file submission December deadline. Public school data files are submitted via the DPI. Questions about the data file submission should be sent to audrey.lesondak@dpi.wi.gov.

5. Familiarize yourself with the WIDA-ACCESS Placement Tests (W-APT).

Review the W-APT tests and training materials at <http://www.wida.us/assessment/w-apt/> and determine whether your school will use the freely available W-APT test to assist in making placement decisions for new ELL students. W-APT tests may also be used to determine which ACCESS for ELLs® test tier to order for a student. MODEL (Measure of Developing English Language) can also serve as an ELL screener as it is aligned to WIDA ELP standards. A comparison between the tests and the screeners can be found at <http://www.wida.us/assessment/comparing.aspx>.

NCLB requirements, identification, and placement of ELLs occur within the first 30 days of school. The W-APT is available free of charge to districts. An updated version of the W-APT is available via the WIDA website at www.wida.us and can be accessed using the district login and password.

6. Assign students to appropriate test tiers.

Assign Tier A for beginning ELL students; Tier B for most ELL students; and Tier C for students who are close to exiting ELL status.

To ensure an appropriate testing experience for each student and the most meaningful results, select the tier for each student that best matches his or her proficiency level. Be aware scores on Tiers A and B are “capped,” meaning that students cannot receive an overall proficiency level above 4.0 for Tier A and above 5.0 for Tier B. This information will be needed for

placing orders for test materials (see instructions below). Information on Tier placement can be found via the WIDA website at <http://www.wida.us/assessment/ACCESS/>.

7. Order your school's test materials, including materials for the Alternate ACCESS for ELLs™.

Order submissions take place within the first few weeks of October. Instructions are sent via email from MetriTech to the DAC's attention at the end of September.

- Special versions are available for order. A large print version and Grades 1-12 Braille accommodation for the Tier B Reading and Writing Tests are available. Braille is available as an accommodation; student responses are still submitted via the regular ACCESS for ELLs® test booklet.
- Districts should only order the exact number of ACCESS for ELLs® and Alternate ACCESS for ELLs™ needed. MetriTech sends additional booklets to account for student transfers.
- Additional test booklets can be ordered through late January. Final ordering dates are listed on the OSA calendar at http://oea.dpi.wi.gov/oea_calendar. New booklets usually arrive within 24-48 hours after the order is placed.

8. Test Security.

The primary goal of test security is to protect the integrity of the examination and to assure that results are accurate and meaningful. Test security is the responsibility of all individuals who work with the assessment, communicate test results, and/or receive testing information. This includes administrators, district and school assessment coordinators, certified and non-certified staff, students, parents and the community at large.

All districts and/or schools should have a policy on security and the policy and consequences should be known by all individuals who work with the assessment as described above. Further information on general test security policies can be found at http://oea.dpi.wi.gov/oea_wkce_testsecurity.

All individuals who administer the ACCESS test are required to sign the Nondisclosure Agreement. The Nondisclosure Agreements are then collected by the DAC who ensures that everyone who administers the test has signed the agreement. A copy of the security agreement can be found at ACCESS for ELLs® Training Course and Quizzes and then under Overview via the WIDA website at www.wida.us. Additional security requirements are also sent with district testing materials. A sample security letter is included in the appendices.

Districts should notify the OSA Team immediately of any security improprieties. A test security report is included in the appendices.

9. Authorize test administrators and inform them of the online training requirements.

Between early October and the close of the testing window and prior to testing, educators must complete an online training course and pass a certification quiz in order to be authorized to administer the ACCESS for ELLs® or the Alternate ACCESS for ELLs™.

(a) Authorizing test administrators

It is the responsibility of the DAC to authorize individuals to serve as test administrators and to ensure that test administrators have completed the relevant training and certifications. Test administrators' responsibilities are stated in the ACCESS for ELLs® and Alternate ACCESS for ELLs™ Test Administration Manuals. To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals, such as administrators employed or contracted by the district such as qualified CESA staff or retired district teachers, may be authorized to serve as test administrators. Individuals prohibited from being test administrators include individuals not employed or contracted by the district and individuals who have not completed the relevant training and certification.

(b) Test administrator training and certification requirements

Training and certification/recertification are required for all test administrators for the ACCESS for ELLs® and Alternate ACCESS for ELLs™ including those who were previously trained and certified prior to 2013. All test administrators must take and receive a passing score of 80 percent on each applicable certification quiz. Certification is only necessary for the test(s) an educator will administer. The DPI highly recommends annual recertification. Each year, there are changes to test administration.

(c) Access the online training modules

Individual educators must have a personal training account on the WIDA website. Accounts that were previously set up stay active and must be used to access the training modules. DACs or authorized school personnel set up these accounts through the WIDA account creator using the district-level-access codes provided by the DPI. The account creator will guide DACs through the steps for creating a personal training account. Instructions on how to set up a personal training account are also included in **Appendix B**. Contact WIDA Client Services at 866-276-7735 or help@wida.us for assistance in setting up a personal account. DACs may be authorized to view the certification status for test administrators in their district. Slide show presentations available for on-site trainings can also be accessed via the secure training portal at www.wida.us.

10.Ensure that test administrators are trained and meet the certification standard.

DACs can view online at www.wida.us the names of individuals who have completed training module certification quizzes so that they can monitor the progress of their staff toward meeting the training requirements.

To view this information, DACs must create a personal account. After creating an account, log in at www.wida.us, click on ACCESS for ELLs® Training Course and Quizzes, and then click My Quizzes in the upper right corner of the screen. Click the District View tab. Under Filter by Status, next to Time Range, click the dropdown arrow and select the current testing year. To verify that test administrators have been certified for the current school year, DACs must filter results by “Time Range” by selecting the current school year.

11.Identify and prepare for students with disabilities who require accommodations for testing according to their IEPs or 504 plans.

Special Education and English language professionals familiar with the student’s academic achievement and ELP in relation to the English Language Development (ELD) standards are expected to be consulted as part of the IEP team’s decision making process. The IEP team should be knowledgeable of state testing guidelines and the use of appropriate language testing accommodations. Allowable accommodations for either language assessment can be found in the test administration manuals or the matrices: the [ACCESS for ELLs® Accommodations matrix](#) or the [Alternate ACCESS for ELLs™ Accommodations matrix](#). Any accommodations uses should be included in the student’s IEP plan on the Individualized Education plan and may be described on worksheet *1-7 ACCESS for ELL/Alternate ACCESS for ELL Language Assessment Participation Checklist*. http://sped.dpi.wi.gov/sped_forms06.

12.Plan the logistics for test administration at your school.

Below is information about session length. Note that only students with disabilities may receive extended time for the Reading and Writing sections. ELLs with disabilities who receive extended time must complete an entire test session in one school day. The worksheet *1-7 ACCESS for ELL/Alternate ACCESS* can be used to list accommodations for either ACCESS for ELLs® or Alternate ACCESS for ELLs™.

(a) Grades 1–12 Listening, Reading, and Writing Tests

- Listening, Reading, and Writing tests may be administered in groups of up to 22 students.
- Listening and Reading tests consist of multiple-choice questions, and may be administered either separately or together in one session of approximately 90 minutes, with a break between tests.
- The Writing test prompts students to provide a constructed response and should be scheduled in one session of approximately 75 minutes, including a break.

- The testing times for each test must be followed with one exception. ELL students with disabilities who either have an IEP or 504 plan may be given additional testing time up to the end of the school day, as needed, for any of the four test sections (Reading, Writing, Speaking, or Listening).
- The designated testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests.
- Students in different grade clusters or testing tiers must be tested in separate test administration sessions and may not be tested together.

(b) Grades 1–12 Listening Test

The Listening Test of ACCESS for ELLs® is media-based. This means that all Listening items for all tiers and grades 1-12 are prerecorded. The students listen to a recording. This allows for students to listen to more authentic language use, such as conversations involving more than one speaker. Test items are administered via audio from a CD or streamed online via a secure password-protected site. ACCESS for ELLs® test materials include one CD for every eight test forms at each grade and tier. This CD can be played on a standard CD player or a computer with a CD/DVD drive with speakers. As an additional option, the Listening Test can be streamed online from a secure MetriTech, Inc. website.

(c) Grades 1–12 Speaking Test

- The test must be individually administered and should take approximately 15 minutes.
- All students in the same grade-level cluster take the same test (no testing tiers).
- Each test question must be scored by the test administrator before moving to the next question.
- Test questions are presented until the student reaches his or her performance “ceiling.”

(d) Kindergarten Test

- The test must be individually administered and should take approximately 45 minutes.
- All students take the same form of the test (no testing tiers).
- Each component ends once the student reaches his or her “ceiling.”
- Speaking and Listening are presented together, alternating between a listening and a speaking task.
- The test administrator scores all components as the test is administered.

(e) Alternate ACCESS for ELLs™

- All four sections (Reading, Writing, Listening, and Speaking) are individually administered in approximately 20 minutes per section.

- All students in the same grade-level cluster take the same test (there are no testing tiers).
- All sections are adaptive, so that test questions are presented until the student reaches his or her performance “ceiling.”
- All test sections are scored by the test administrator, and each test question must be scored before moving on to the next test question.

13. Assign testing spaces for ELL students.

It is the responsibility of the district or designated test administrator to designate testing spaces that are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. DPI recommends that large, open areas (e.g., cafeterias) not be used. DACs or the designated test administrator must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

DACs must identify appropriate testing spaces for ELL students with disabilities using accommodations that require changes in the test setting, presentation, or mode of response that prevent these students from taking the test in a classroom with a large group. DACs should prepare for test administration according to the administration group size listed below:

- Group administration: Listening, Reading, and Writing tests (grades 1–12);
- Individual administration: Speaking test (grades 1–12);
- Individual administration: Listening, Speaking, Reading, and Writing (kindergarten); and
- Individual administration: Alternate ACCESS for ELLs®™ (all sections).

For the group administrations, WIDA recommends a maximum of 22 students in each group and one adult for every 10–12 students. While students are generally tested in their regular classrooms, the DAC or designated SAC has the authority to schedule ELL students in testing spaces other than classrooms as long as all requirements for testing conditions are met.

Each ACCESS for ELLs® test for grades 1–12 is designed to be completed in one session for each of the following areas: Listening (25 minutes), Reading (35–60 minutes, depending on the student’s English proficiency), Writing (35–65 minutes, depending on the student’s English proficiency), and Speaking (approximately 15 minutes). The kindergarten test is designed to be completed in approximately 45 minutes (1 session, individually administered). The Alternate ACCESS for ELLs™ test is administered in four 20-minute test sessions (estimated), one session in each of the following areas: Listening, Reading, Writing, and Speaking. The designated testing times apply only to the time that students are working on the test and do not include set-up time, reading directions, or giving breaks to students between tests.

Appendix A

**INDIVIDUALIZED EDUCATION PROGRAM:
PARTICIPATION IN STATEWIDE LANGUAGE ASSESSMENT
CHECKLIST AND ACCOMMODATIONS
I-7 ACCESS for ELLs[®]/Alt. ACCESS for ELLs[™] (New 03/14)**

*To be completed for students
required to participate in statewide
language assessment*

Name of Student _____

According to Title III of the No Child Left Behind Act of 2001 section 3113 (b)(3)(D) all Limited English Proficient/English Learner (LEP/EL) students are required to take annually a language assessment in all four language domains of reading, writing, speaking and listening regardless of disability status. Individualized Education Program (IEP) teams are required to decide annually whether students who are classified as LEP/EL and who have a disability will participate in (1) the ACCESS for ELLs[®] with or without accommodations, or (2) the Alternate ACCESS for ELLs[™] with or without accommodations.

Accommodations for the ACCESS for ELLs[®] or Alternate ACCESS for ELLs[™] are specific to these assessments. Please check the Office of Student Assessment website for the current accommodation policies.

Complete "1" OR "2"

☐ 1. The student will take the ACCESS for ELLs[®]. For students taking the ACCESS for ELLs[®], complete all four assessment and accommodations charts, below. Note: ACCESS for ELLs[®] is available for students in grades kindergarten through 12.

Speaking	<input type="checkbox"/> ACCESS for ELLs [®] <u>without</u> accommodations in the language domain of speaking.	<input type="checkbox"/> ACCESS for ELLs [®] <u>with</u> accommodations in the language domain of speaking (<i>list</i>):
Listening	<input type="checkbox"/> ACCESS for ELLs [®] <u>without</u> accommodations in the language domain of listening.	<input type="checkbox"/> ACCESS for ELLs [®] <u>with</u> accommodations in the language domain of listening (<i>list</i>):
Reading	<input type="checkbox"/> ACCESS for ELLs [®] <u>without</u> accommodations in the language domain of reading.	<input type="checkbox"/> ACCESS for ELLs [®] <u>with</u> accommodations in the language domain of reading (<i>list</i>):
Writing	<input type="checkbox"/> ACCESS for ELLs [®] <u>without</u> accommodations in the language domain of writing.	<input type="checkbox"/> ACCESS for ELLs [®] <u>with</u> accommodations in the language domain of writing (<i>list</i>):

Any additional considerations:

OR

☐ 2. The student will take the Alternate ACCESS for ELL™ (the I-7-A *Participation Guidelines for Alternate Assessments* must be included with the IEP). For students taking the Alternate ACCESS for ELLs™, complete all four assessment and accommodations charts below. Note: Alternate ACCESS for ELLs™ is available for students in grades 1-12 only.

Speaking	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>without</u> accommodations in the language domain of speaking.	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>with</u> accommodations in the language domain of speaking (<i>list</i>):
Listening	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>without</u> accommodations in the language domain of listening.	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>with</u> accommodations in the language domain of listening (<i>list</i>):
Reading	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>without</u> accommodations in the language domain of reading.	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>with</u> accommodations in the language domain of reading (<i>list</i>):
Writing	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>without</u> accommodations in the language domain of writing.	<input type="checkbox"/> Alternate ACCESS for ELLs™ <u>with</u> accommodations in the language domain of writing (<i>list</i>):

Any additional considerations:

Appendix B

Test Administrator Qualifications

DACs must authorize individuals to serve as test administrators for ACCESS for ELLs® tests and ensure that they have completed the relevant training and certification described below. To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals, such as administrators employed by the district, may be authorized to serve as test administrators. Individuals prohibited from being test administrators include anyone not employed by the district and anyone who has not completed the relevant training and certification.

Training Modules and Certification Quizzes

Prospective test administrators must complete the relevant online training modules and certification quizzes listed below **between October and February**, in order to administer the ACCESS for ELLs® tests (December through February). All prospective test administrators should complete the overview module, plus those modules for the tests they will administer. Each available training module is listed below, with approximate times for their completion.

Grades	Training Modules	Certification Quiz	Estimated Time to Complete
K-12	Overview Module	No	15 minutes
1-12	Group Test Administration Module (covers Listening, Reading, Writing tests)	Yes	1 hour
1-12	Speaking Test Administration Module	Yes	2 hours
Kindergarten	Kindergarten Test Module	Yes	2½ hours

The online training and certification quizzes may be completed in one sitting or in multiple sessions as needed. A score of **80 percent or higher** on each certification quiz is required for an educator to be authorized to administer a specific test. Each certification quiz may be taken until the minimum required score is attained.

Each prospective test administrator will see a pop-up screen when they have successfully completed the training module and quiz. A certificate will also be available for printing.

Instructions for Creating Personal Accounts to View Training Modules

DACs should create a username and password for each prospective test administrator in the school and request that they create their own personal account. DACs can also set up a username and training account for themselves to access the online training materials and quizzes. Once a personal account is created, the test administrator should write down and securely store the username and password.

To take the **ACCESS for ELLs® Training Course and Quizzes**, test proctors login using their training username and password and follow the online steps to access the appropriate training modules listed above.

Lost Passwords

If you lose or forget your personal training login information after creating your account, please visit the WIDA website at www.wida.us/RecoverPassword.aspx and type in the email address used to create the account to receive a password reminder email. Do not create a new account. DACs should contact the OSA Team via the contact information on the first page for district-level login passwords.

Contact the WIDA Help Desk at 866-276-7735, or help@wida.us, if you have any questions about creating a personal account.

Monitoring the Progress of Test Administrator Training in Districts

DACs or their designees who have set up personal accounts can use their personal WIDA training accounts to view the names of individuals in the district who have taken the training and completed the certification quizzes. Superintendents, principals, and ELL directors who wish to monitor the progress of test administrator training in their district must set up their own personal account to view this information.

DACs must contact Audrey Lesondak at audrey.lesondak@dpi.wi.gov, or 608-267-5153, at the OSA Team to obtain district-level authorization.

To view the names of test administrators in the district who have completed the training, users can login to their personal account; click on "My Quizzes" in the upper right-hand corner of the screen; then click on the "District View" tab.

Appendix C:

SAMPLE
ACCESS for ELLs®:
ACCESSING COMPREHENSION AND COMMUNICATION IN
ENGLISH STATE TO STATE FOR ENGLISH LANGUAGE LEARNERS
ENGLISH LANGUAGE PROFICIENCY TEST AT GRADES K -12

AGREEMENT TO MAINTAIN CONFIDENTIALITY

WIDA Consortium and The State Board of Education

The test instrument you are about to view, **ACCESS for ELLs®**, was developed for the WIDA Consortium on behalf of its member states. It is important to note that this test is a secure, proprietary test instrument published by the WIDA Consortium and copyrighted by the State of Wisconsin on behalf of the WIDA Consortium. Any disclosure or dissemination of test items to any person will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the ACCESS for ELLs® test. Accordingly, the WIDA Consortium and educators must take every step to assure the security of these test instruments. I hereby agree that I will not disclose any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research data) related to the ACCESS for ELLs® at Kindergarten through Grade 12.

I understand that the test is a secure, confidential, and proprietary test instrument, and I agree that I will **NOT** do any of the following:

- Discuss, disseminate, describe, or otherwise reveal the contents of the test to any third party with the intent to violate the copyright or compromise the validity of the test;
- Publish, or cause to be published, the test or any of the test items;
- Make copies of the test or any test items, take notes, or otherwise reproduce the test or test items.

Signature

Date

Name (Please Print)

Title

Organization/Employer Name

Street Name, Address, City, State, Zip

District Assessment Coordinator's Pre-Administration Manual

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

June 2014

